

Intersection of Argumentation Standards

Anchor Standards for Reading for Argumentation	
1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10	Read and comprehend complex literary and informational texts independently and proficiently.
Anchor Standards for Writing for Argumentation	
1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.

Pivotal Speaking and Listening Standards for Argumentation

Anchor Standards for Speaking and Listening	
1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Bolded standards make specific reference to elements of argumentation.

Intersection of Standards for Informing and Explaining

Anchor Standards for Reading for Information	
1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas .
7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10	Read and comprehend complex literary and informational texts independently and proficiently.
Anchor Standards for Writing to Inform	
2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content .
7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9	Draw evidence from literary or informational texts to support analysis, reflection, and research .
10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.

Pivotal Speaking and Listening Standards for Informing and Explaining

Anchor Standards for Speaking and Listening	
1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Bolded standards make specific reference to elements of information and explanation.

Anchor Standards for Reading Narrative	
1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2	Determine central ideas or themes of a text and analyze their development ; summarize the key supporting details and ideas.
7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10	Read and comprehend complex literary and informational texts independently and proficiently.
Anchor Standards for Writing Narrative	
3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.

Intersection of Standards for Narration

Pivotal Speaking and Listening Skills for Narration

Anchor Standards for Speaking and Listening	
1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
3	Evaluate a speaker's point of view , reasoning, and use of evidence and rhetoric.
4	Present information , findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Bolded standards make specific reference to elements of narration.